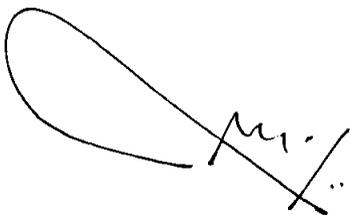


APPROVAL SHEET

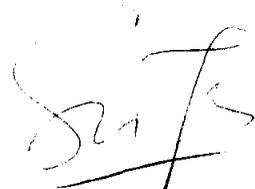
(1)

This thesis entitled "A Study on the Acquisition of Linguistic Politeness in English by Indonesian Elementary School Students" prepared and submitted by Joke Linanu Wirhaspati has been approved and accepted as partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Prof. Dr. Abdul Wahab, M.A.

First Advisor



Dra. Susana Teopilus, M.Pd

Second Advisor

APPROVAL SHEET

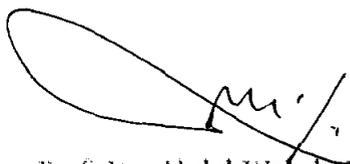
(2)

This thesis has been examined by the Committee of Oral Examination with a grade of _____ on August 2nd, 2002 .



Drs. Stefanus Iaga Tukan, M.Pd

Chairman



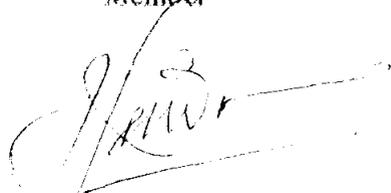
Prof. Dr. Abdul Wahab, M.A.

Member



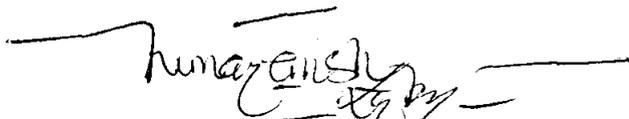
Dra. Susana Teopilus, M.Pd.

Member



Drs. Hendra Tedjasuksmana, M.Hum.

Member



Drs. B. Himawan Setyo Wibowo, M.Hum.

Member

Approved by,



Dr. Agustinus Ngadiman

Dean of the Teacher

Training Faculty



Dra. Susana Teopilus, M.Pd.

Head of the English

Department

ABSTRACT

Wirhaspati, Joke Limanu. A Study on the Acquisition of Linguistic Politeness in English by Indonesian Elementary School Students. Thesis. The English Department of Widya Mandala University. Advisors: Prof. Dr. Abdul Wahab, M.A. and Dra. Susana Teopilus, M.Pd.

Key Words: acquisition, communication, pragmatics, second language learning, linguistic politeness.

English is an important international language which is used in various kinds of fields by many countries. Therefore, in Indonesia nowadays teaching English to young learners has been realized as a need. One indicator that teaching ESL is successful is that the learners have communicative competence. Communicative competence includes both linguistic and pragmatic knowledge. Politeness is the part of pragmatic knowledge. It should be operated in the same level with the other pragmatic principles. The writer in this study wants to know how elementary school students acquire linguistic politeness in English.

ESL learners especially those who are still in the elementary school often have difficulty when facing with the culture of the target language. They do not know what is considered polite and what is not. Moreover, their linguistic acquisition is still in development.

In order to know how elementary students acquire linguistic politeness, the writer holds an observation in Intan Permata Hati Christian Elementary School. The writer only observes the fourth-grade students of Intan Permata Hati Christian Elementary School. She notes down some conversations which contain requests and analyzes them.

This study reveals that: 1) Most of the subjects tend to use baldly on-record FTA (Face Threatening Act) in making requests. 2) The off-record FTA is used many times by the subjects besides the negative politeness. 3) The negative politeness is used only when the subjects speak to the teachers. 4) The politeness marker that is often used by the subjects is "may". 5) Teachers in this study hold a crucial role in the politeness acquisition of the students besides other media such as television, computer, and books.

After doing her study, the writer proposes some suggestions: 1) In the later developmental stage, students should be introduced to the culture in which the target language is used. 2) Considering that linguistic politeness is one of the important issues in linguistic area, it is a good idea if the library of Widya Mandala University adds books on this topic.

ACKNOWLEDGEMENTS

First of all the writer would like to thank God for His blessing and guidance that have been given abundantly to her, so that she is able to complete her thesis. She also would like to express her deepest gratitude and indebted feeling to:

1. Prof. Dr. Abdul Wahab, M.A., her first advisor, who has patiently guided and given suggestion, advice, comment, and encouragement to the writer. Especially, when the writer got stuck in a point that she did not know how to continue her thesis writing, he gave her inspiration to write.
2. Dra. Susana Teopilus, M.Pd., her second advisor, who has given her priceless time to check the thesis writing. She also kindly encouraged the writer to finish her thesis.
3. Miss Jeannie Lynn, the Headmaster of Intan Permata Hati Christian Elementary School, who has permitted and given a valuable chance for the writer to carry out her study at her elementary school.
4. Miss Ellen Hododjojo, S.Pd., the Indonesian Curriculum Supervisor / Vice Principal of Intan Permata Hati Christian Elementary School, who has accepted the writer well during the observation days.
5. Miss Rini, the homeroom teacher of fourth class, who has kindly accepted the writer in her class. She has also given valuable information about her class. It was nice to be in her class.

6. Miss Theresia, the training teacher of the fourth class, who has been so friendly to the writer. The writer got a lot of information about the students from her also.
7. All the personnel of Intan Permata Hati who has been so kind to help her during her observation days.
8. All the students of the fourth class, who has been the source of the inspiration for the writer.
9. The writer's family, who unceasingly supported her to finish her thesis. During the busy days, their love and understanding to the writer has been proved.
10. David. S.D., her fiancé, who has been a motor for the writer and place for complaining about. His continuous prayer for her lifted up her spirit when she was down.
11. All the lecturers of English Department of Widya Mandala University, who have taught her so many things.
12. All friends who had prayed and supported her.

Finally, the writer would like to thank her family for their love and understanding during the busy days. They always stand behind her with their unceasing prayer.

The writer

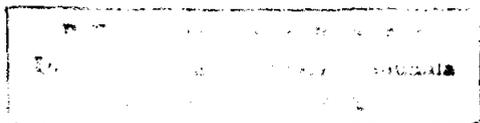


TABLE OF CONTENTS

APPROVAL SHEET (1).....	i
APPROVAL SHEET (2).....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	vi
CHAPTER I: INTRODUCTION.....	1
1.1. The Background of the Study.....	1
1.2. The Statements of the Problem.....	3
1.3. The Objectives.....	4
1.4. Theoretical Framework.....	5
1.5. Assumptions.....	6
1.6. Scope and Limitation.....	6
1.7. The Significance of the Study.....	7
1.8. The Parameters.....	8
1.9. Organization of the Thesis.....	8
1.10. Definition of Key-terms.....	9
CHAPTER II: REVIEW OF RELATED LITERATURE.....	10
2.1. Language Acquisition Process.....	10
2.1.1. The Input Hypothesis.....	10
2.1.2. The Affective Filter Hypothesis.....	12
2.2. Children Strategies of Learning Language.....	12

2.3. Classroom Language as Input to Second Language Acquisition.....	14
2.4. Pragmatics.....	15
2.4.1. Conversational and Conventional Implicature.....	16
2.5. Politeness Principles.....	17
CHAPTER III: METHODOLOGY.....	20
3.1. The Nature of the Study and Its Design.....	20
3.2. The Subjects.....	21
3.3. The Research Instruments.....	22
3.4. The Procedure of Collecting the Data.....	22
3.5. The Procedure of Analyzing the Data.....	23
3.6. The Parameters.....	24
CHAPTER IV: FINDINGS AND DISCUSSION.....	25
4.1. The Data.....	25
4.2. Data Analysis.....	26
4.3. The Findings.....	45
4.4. Discussion of the Findings.....	47
CHAPTER V: CONCLUSION AND SUGGESTION.....	52
5.1. Conclusion.....	52
5.2. Suggestion.....	53
BIBLIOGRAPHY.....	55
APPENDIXES.....	57